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The status of the elementary school vice principal in selected cities of California

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THE STATUS OF THE ELEMENTARY SCHOOL VICE PRINCIPAL 3
IN SELECTED CITIES OF CALIFORNIA

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A Thesis
Presented to
the Faculty of the Department of Education
College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Carleton Bryant Robinson
June 1965

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CHAPTER I

INTRODUCTION

The problem. During the past several decades the role of the elementary principal has changed considerably. In many schools the demands for services from the principal have increased far beyond the capacity and ability of one person to cope with. In these situations an office of assistant to the principal has often been established to aid the principal in the performance of his duties.

In discussing this position of assistant to the principal, Kyte states that:

Developments in the organization of elementary education have led to the creation of a new type of elementary school officer. Various titles have been assigned to him which are somewhat in keeping with his duties and responsibilities. He is called, for example, a teaching principal, building principal, vice principal, assistant principal, first assistant, or teacher in charge. In many school systems he has been added to the school staff to aid a principal by assuming the excess of the latter's load. He may be found assigned to various combinations of duties too often delegated on the basis of expedience rather than of sound principles of organization and personnel administration. In some school systems his duties are determined by school-board policies which govern the nature of his office and his appointment to the position. The amount of his teaching ranges from a full-time teaching assignment to no teaching assignment.¹

¹George C. Kyte, The Principal at Work (Boston: Ginn and Company, 1952), p. 393.

For purposes of this study the terms "vice principal," and "assistant principal" will be used to designate the administrative assistant.

Statement of the problem. It is the problem of this study to determine the status of elementary school vice principals in regard to their credentials, experience, and scope of professional responsibilities in curriculum, supervision, teaching load, and administrative duties.

Purposes of the study. Objectives of this investigation are as follows:

1. To discover what types of degrees and credentials are actually held by elementary school vice principals.

2. To discover the number of years of teaching experience vice principals have had before reaching their present position.

3. To determine the number of years of experience in the position of vice principal.

4. To determine whether most vice principals are serving in full-time administrative capacity or are teaching vice principals.

5. To point up what responsibilities vice principals have in counseling and guidance, administration, supervision, curriculum, and other areas.

Source of data. The data used in this study were gathered by means of questionnaires, by personal interviews, and by a review of the literature. The investigator was unable to find a great deal of literature on the elementary school vice principal. The greater portion of the data were collected by means of questionnaires.

Late in 1951 a pilot questionnaire was sent out and discussed by the investigator before the Stockton Elementary School Administrators Association. The purpose of the study was explained to the group. It was felt by many of the local administrators that the pilot questionnaire was too brief. As a result of this, the questionnaire was changed somewhat, especially in length and thoroughness.

In its final form the questionnaire dealt with the following areas:

1. Degrees and credentials held by vice principals
2. Salaries
3. Years of teaching experience before becoming a vice principal
4. Years of experience as a vice principal
5. Time devoted to classroom instruction by vice principals
6. Scope of responsibilities of the vice principal in counseling and guidance

7. Administrative responsibilities of vice principals

8. Responsibilities of the vice principal in supervision

9. Curriculum responsibilities of the vice principal

10. Other responsibilities of the vice principal

Early in 1962, letters were sent to superintendents of thirty-three of the larger cities in the State of California, inquiring as to whether their school systems had established the office of vice principal in the elementary schools. The City of Los Angeles was not included in the study.

The result of this survey showed that thirteen cities had the position of the vice principal in their elementary schools. A variety of forms of school district organization were also reported by the superintendents. The cities selected for the study were Alameda, Concord, Chico, El Monte, Inglewood, Porterville, Richmond, San Francisco, San Leandro, San Lorenzo, Stockton, Ontario, and Whittier.

Letters were sent to the superintendents of these cities, asking their permission for the investigator to send questionnaires to the vice principals in their respective school systems. Permission was granted by all

of the superintendents. Questionnaires were sent to all the vice principals.

In the case of one large school district, the assistant superintendent filled out the items on the questionnaire pertaining to classroom instruction, responsibilities of the vice principal in counseling and guidance, administration, supervision, curriculum, and other miscellaneous duties. He requested a special questionnaire be sent to all the vice principals in the system containing items on degrees and credentials held, salaries, years of teaching experience before becoming an assistant principal, and years of experience as an assistant principal. These special questionnaires were immediately sent out by the investigator.

Fifty-five vice principals in San Francisco were sent questionnaires and forty-nine responded. This was 89.1 per cent of the group that received the questionnaires. The response from the other cities was very satisfactory, running 71.8 per cent. Total returns numbered one hundred on that part of the questionnaire containing items on degrees and credentials held, salaries, years of teaching experience before becoming an assistant principal, and years of experience as an assistant principal. One hundred six vice principals responded to those items in the questionnaire pertaining to classroom instruction,

responsibilities of the vice principal in counseling and guidance, administration, supervision, curriculum, and other miscellaneous duties.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction. This chapter will deal with the past investigations made by students and professional educators concerning the status of the vice principal or assistant principal in the elementary school.

The investigator would like to state at the outset that there seems to be a dearth of information concerning the elementary vice principal. Although several good studies have been made on the elementary principal, few or none of these deal at any length with the assistant principal.

The following pages of this chapter contain a discussion of the information the investigator was able to gather through a thorough search of the literature and studies made on the vice principal in the elementary school.

Training and qualifications of elementary vice principals. In the elementary schools of Cincinnati, Ohio, teachers who are best qualified, are promoted to the position of vice principal. A master's degree or its equivalent, including at least fifteen hours of work in administrative and related subjects, is an educational

requirement. In his selection the superintendent recognizes favorable personal and professional qualities; supervisory, administrative and executive ability; success as a classroom teacher; leadership in professional organizations; participation in curriculum development; active interest in community problems; and other qualities which are particularly desirable for the position.¹

In a discussion of standards and preparation of elementary school principals in the National Elementary Principal, Twenty-Seventh Yearbook,² it is stated that 60 per cent of superintendents surveyed on the preparation of principals accepted four years of training as adequate minimum preparation. Five years of preparation or the master's degree was required by 30 per cent of the respondents. More than half the superintendents in cities over one hundred thousand population expect at least five years of training. Table I shows the amount of training required in various places for appointment as an elementary school principal.

¹Luisa Reszke, "Potential Timber for Principalships," The National Elementary Principal, XXV (December, 1945), 12.

²Department of Elementary School Principals of National Education Association, "The Elementary School Principalship," The National Elementary Principal, Twenty-Seventh Yearbook (Washington, D.C.: The Association, 1948), pp. 140-42.

TABLE I

YEARS OF PREPARATION REQUIRED IN CITIES OF VARIOUS SIZES FOR APPOINTMENT
AS AN ELEMENTARY SCHOOL PRINCIPAL*

Years	Cities over 100,000		30,000		10,000		5,000		2,500		Under 2,500		Total Group	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent		
Less than four years	3	5.4	5	3.6	36	11.4	10	13.3	10	20.0	4	14.8	68	10.2
Four years or bachelor's degree	30	36.4	78	55.3	189	59.6	54	72.0	35	70.0	22	81.6	398	58.9
Five years or master's degree	32	58.2	58	41.1	92	29.0	11	14.7	5	10.0	1	3.7	199	29.9
Total replies	55	100.	141	100.	317	100.	75	100.	50	100.	27	100.	665	100.
Not replying	4		2		12		1		3		2		24	

*Department of Elementary School Principals of National Education Association, "The Elementary School Principalship," The National Elementary Principals' Twenty-Seventh Yearbook (Washington, D.C.: The Association, 1948), p. 141.

Perhaps even more important than the number of years of preparation is the question of special preparation. Some regard the general professional training given to all teachers as sufficient for those who aspire to the principalship. The recommendation of the 1928 Yearbook,³ however, was that there are areas of professional interest and skill beyond that expected of classroom teachers, in which the principal should have some specialized preparation. Seventy per cent of the superintendents indicated that they require appointees to the principalship to have special preparation. In cities above 30,000 in population (see Table II) the requirement is almost unanimous; between 5,000 and 30,000 population about two-thirds of the cities require special preparation; below 5,000 in population the cities divided into about equal groups.

In California the general elementary teaching credential is basic to an elementary school administration credential. In order to qualify to teach in an elementary school in California, a candidate for the general elementary teaching credential must have taken certain courses in education and must hold a bachelor's degree. A

³Department of Elementary School Principals, "The Elementary School Principalship," The National Elementary Principal, Seventh Yearbook (Washington, D.C.: The Committee, 1928), pp. 255-58.

TABLE II

SPECIAL PREPARATION REQUIRED IN CITIES OF VARIOUS SIZES FOR APPOINTMENT
AS AN ELEMENTARY SCHOOL PRINCIPAL*

Is preparation required	Cities over		30,000		10,000		5,000		2,500		Under		Total	
	100,000		100,000		30,000		10,000		5,000		2,500		Group	
	Per		Per		Per		Per		Per		Per		Per	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
Yes.	46	83.6	113	80.1	208	66.8	48	65.8	29	58.0	15	57.7	459	70.0
No.	9	16.4	28	19.9	103	33.1	25	34.2	21	42.0	11	42.3	197	30.0
Total Replies	55	100	141	100	311	100	73	100	50	100	26	100	656	100

*Department of Elementary School Principals, "The Elementary School Principalship," The National Elementary Principal, Twenty-Seventh Yearbook (Washington, D.C.: The Association, 1948), p. 141.

candidate for the elementary school administration credential must hold a general elementary teaching credential, have thirty semester hours beyond the bachelor's degree, and have had two years of teaching experience in elementary schools. This means that the applicant for the administration credential must have completed a total of five years of college or university study, or the equivalent of the time required for the master's degree, before he is eligible to apply for an administration credential.⁴

Considering the leadership expected of an elementary school principal, professional competence cannot be left to chance. Professional preparation is now a basic consideration of superintendents and governing boards when they select principals for the schools under their administration.⁵

The change that has taken place in the training of the elementary principal is pointed out by Henry Otto as follows:

Some years ago it was common practice to promote a successful elementary-school teacher of many years' experience, but of rather limited educational preparation, to an elementary-school principalship. Partially as a result of this practice many of those who were designated as 'principals' were not qualified to assume

⁴Lloyd Bevans, "The Elementary School Principalship in California," Bulletin of the California State Department of Education, XXII (May, 1953), 13.

⁵Loc. cit.

the responsibilities which might have been assigned to them as the various phases of school administration developed. At any rate, as the organization for the administration and supervision of schools grew, the elementary principal was left in the background, with teaching and with a group of minor administrative and clerical duties as his major concern. The elementary principalship thus developed a professional status much inferior to that which it ought to command in view of its strategic position in the general scheme for school administration. In recent years, however, superintendents as well as principals have recognized more fully the opportunities of the position, and there has been a demand for elementary principals adequately trained to render the professional services which in increasing numbers have been delegated to the position.⁶

Esther L. Schroeder⁷ reported in 1925 the results of an investigation made for the purpose of finding the answers to questions raised concerning the status of the assistant principal in the elementary school. The data from this investigation indicated that it seemed to be an accepted fact that academic qualifications for the assistant principal should be comparatively high. Out of fourteen principals or superintendents naming specific qualifications, ten required a college degree for the position. Facts brought out in the investigation also

⁶Henry J. Otto, Elementary School Organization and Administration (New York: D. Appleton-Century Company, 1944), p. 551.

⁷Esther L. Schroeder, "The Status of the Assistant Principal in the Elementary School," The National Elementary Principal, Fourth Yearbook (Washington, D.C.: National Education Association, 1925), p. 390.

indicated that it was advisable to require special professional training for the office of assistant principal. The conclusions drawn in connection with this study pointed out that the position of the assistant principal should be rendered truly professional. The necessary qualifications and the duties assigned should be of such character as to dignify the office.

The elementary schools of Akron, Ohio, have an extensive training program for their "cadet principals." The purpose of this training program is to provide a comprehensive experience in the broad field of elementary education.⁸ The cadet principals are selected from teaching positions. They are assigned to work for one semester in an elementary school under guidance and direction of the building principal. An intensive study of the building organization as it relates to the needs of the pupils, the community, and the city, is made by each cadet principal. During this semester, he also works as a substitute teacher in many schools as well as studying the work of the professional library, curriculum laboratory, textbook department, attendance department, and the administrative and supervisory offices.

⁸"Cadet Principals in the Akron Schools," American School Board Journal, XCVII (November, 1936), pp. 51-52.

The second semester is spent by the cadet principal between two elementary schools of different types. He studies elementary education in other cities and also visits. Selected readings are assigned to him during the year and as a final assignment he must draw up an organization for a selected school and present this plan for opening that school in September.

The administration of the Akron schools lists the following seven basic reasons for this plan of training cadet principals:

1. It is unfair to teachers to impose untrained or untried leadership on them.
2. It is unfair to children to give them less than the best available professional leadership.
3. Because of the importance of the school principal in the community it is the obligation of the schools to select such leaders with utmost care.
4. The school system is better prepared to direct its program of education if the principals are familiar with general policies and plans.
5. Development of a working philosophy for elementary school principals in a democratic society.
6. To give principals more familiarity with the best elementary methods, techniques, and practices in the classroom.
7. A better understanding of administrative possibilities and relationships of the elementary school principal with pupils, teachers, parents, administrators, and supervisory officers of the school system.⁹

⁹Ibid., pp. 51-52.

Teaching experience of vice principals. Esther Schroeder¹⁰ found that the data from her study of the status of the assistant principal indicated that the length of time necessary to acquire experience varied decidedly in the minds of different individuals, as shown in the figures of Table III.

Louise C. Carper¹¹ feels that the elementary vice principal should have enough teaching experience and ability to do demonstration teaching. According to Carper, the vice principal with training under several competent principals and experience as a demonstration teacher and as a teacher of practice will be best fitted for the principalship.

Time devoted by vice principals to classroom instruction. Schroeder's study¹² indicated that a large number of assistant principals are in charge of regular classes. It was necessary to add teaching as one of the duties of the assistant principal along with supervision, administration, community leadership, promotion of professional growth, and clerical work.

¹⁰Schroeder, op. cit., p. 391.

¹¹Louise E. Carper, "The Vice-Principalship and Training-in-Service," Baltimore Bulletin of Education, XI (September, 1932), 4-5.

¹²Schroeder, op. cit., p. 393.

TABLE III

LENGTH OF TIME NECESSARY TO ACQUIRE EXPERIENCE
 ACCORDING TO RECOMMENDATIONS OF
 SUPERINTENDENTS IN STUDY BY
 SCHROEDER*

<u>Length of Experience</u>	
1 year	1
2 years	1
3 years	1
5 years	1
15 years	1
20 years	1
<hr/>	
Number of principals and superintendents making recommendations	9

*Esther L. Schroeder, "The Status of the Assistant Principal in the Elementary School," The National Elementary Principal, Fourth Yearbook (Washington, D.C.: National Education Association, 1925), p. 390.

The figures in Table IV show that in many school systems the assistant principal is a teaching assistant. In many schools the assistant principal is teaching the larger part of the time.

In Cincinnati, Ohio, assistant principals in the elementary schools do not share equally in opportunities for administrative and supervisory experience. Full-time teaching assistant principals are confined to such matters as do not interfere with the school program.¹³

In a study made by the National Education Association, Department of Elementary School Principals in 1928, of the Assistants of Supervising Principals, it was reported that the assistant principal devoted 67.02 per cent of his time to teaching duties. Observations made during this study showed that vice principals may be classed as follows: (1) those doing chiefly supervisory work with some duties in administration, (2) those engaged chiefly in administration with some duties of a supervisory and clerical nature, and (3) those giving most of their time to teaching, but with administrative and clerical responsibilities.¹⁴

¹³Reszke, loc. cit.

¹⁴Department of Elementary School Principals, Seventh Yearbook, op. cit., pp. 256-57.

TABLE IV
TEACHING BY ASSISTANT PRINCIPALS*

Number of hours per week	
All time	6
Half time	1
25 hours	1
20 hours	3
15 hours	1
10 hours	1
None	4
Indefinite	4
Gives model lessons	1
Serves as substitute	3

*Esther L. Schroeder, "The Status of the Assistant Principal in the Elementary School," The National Elementary Principal, Fourth Yearbook (Washington, D.C.: National Education Association, 1925), p. 393.

The third type, or teaching vice-principalship, offers possibilities for training future principals. This plan may be of limited value if the assistant does not have an opportunity to secure adequate experience in the more intricate phases of supervision and administration. In observation of practice, the field worker found teaching assistants carrying full teaching loads and with free periods or after-school time given over to office work. Usually those office duties consisted of petty administration and clerical duties which one could learn to do without special training.

Responsibilities of vice principals in counseling and guidance. One of the important national trends in guidance has been the development of organized programs at the elementary school level. These programs have as their major objective development of normal, contented children, at ease psychologically with themselves and with others.¹⁵ The extent to which the vice principal of the school may help in the accomplishment of this objective depends in no small measure upon his sense of relative values and consequently upon the way in which he allocates

¹⁵Francis M. Wilson, "Guidance in Elementary Schools," Occupations, XXIX (December, 1950).

his time. The school principal with whom he works may be extremely helpful in conferences with the vice principal wherein mutual and individual responsibilities are agreed upon, and in which the principal guides the vice principal in determining effective means of solving problems.

Since the duties of a vice principal vary greatly in importance, their relative values must be clearly understood. The most important task is that of sharing with the principal and teachers the responsibility for the development of the children into wholesome, dynamic personalities by utilizing from day to day their interests and abilities. This may be accomplished through observation of the children while they are at work in their classrooms or when they are engaged in other school activities, followed by a discussion with the principal, teachers, and perhaps the parents of the children observed. These conferences enrich the knowledge of everyone concerned with the promotion of the growth of the child.¹⁶

In the San Francisco Unified School District, the vice principal is a counselor devoting about 180 minutes

¹⁶Kathryn A. Wilhelm, "The Vice Principal's Responsibilities for Pupil Growth and Development," The National Elementary Principal, Bulletin of the Department of Elementary School Principals, National Education Association, XXV (December, 1945) 23.

each day to specific phases of the guidance program.¹⁷

Much of the counseling of children of elementary school age takes the form of teaching, because so many behavior problems may be traced to feelings of inferiority and insecurity due to lack of school achievement, often intensified by misunderstanding in the home. Working with individuals or with small groups of two, three, or four children, the vice principal is able to adjust the instructional procedure to the specific needs of children whose habits of unsocial behavior, truancy, inattention, or the like so often disappear when an acceptable standard of academic achievement is reached.¹⁸

In the MacArthur School, Vanport City, Oregon, each vice principal in his own assigned field of either primary or intermediate level is given the opportunity of assisting the principal with children's problems. Cases which are referred to the office are first considered by the vice principal assigned to that office. Discipline is often handled by her, but the more serious cases are referred directly to the principal. Other problems of children are

¹⁷Zoa M. Evans, "San Francisco Vice Principals Accept New Challenges," The National Elementary Principal, Bulletin of the Department of Elementary School Principals, National Education Association, XXV (December, 1946), 26.

¹⁸Ibid., p. 26.

turned over to the visiting teacher, the health department, or in some cases to the orientation teacher. A guidance group composed of these same persons, plus the head of the counseling service and the teacher or teachers involved, meets weekly in conference to consider and review problems of adjustment, room placement, grade placement, home situation, mental maturity, and school progress.¹⁹

In the elementary schools of Cleveland, Ohio, the teacher, the principal, and the assistant are constantly watching for the child who is in need of guidance. This is the child who is not adjusting physically, mentally, socially, or emotionally. Through conferences with the child himself, the teacher, the parents, the doctor or nurse, or a social worker, an attempt is made to discover the difficulty and to remedy it.²⁰

Mary Galmbacher,²¹ the assistant principal of School 43, Buffalo, New York, reports that many boys and girls of

¹⁹Marjorie Miller, "The Vice Principal Speaks," The National Elementary Principal, Bulletin of the Department of Elementary School Principals, National Education Association, XXV (December, 1945), 8.

²⁰Helen I. Palmer, "Responsibilities of An Assistant Principal," The National Elementary Principal, Bulletin of the Department of Elementary School Principals, National Education Association, XXV (December, 1945), 15.

²¹Mary Galmbacher, "The Assistant Principal," The National Elementary Principal, Bulletin of the Department of Elementary School Principals, National Education Association, XXV (December, 1945), 15.

the graduating class seek additional advice from the assistant principal, even though they have a regular guidance program under the direction of the home-room teacher. Parents also often call on the assistant for help in the selection of high school courses which meet the particular needs of their children.

Jane Sullivan, teaching vice principal of the Samuel Watson School, Fall River, Massachusetts, reports that she has an opportunity to deal with problems that cannot be a part of the regular class period. As Dean of Girls, she arranges for conferences with certain girls from time to time, and attempts to give them moral guidance. In conjunction with the school nurse, she investigates any cases referred to her, and tries to lend an understanding heart and mind to their needs.²²

The vice principal's responsibilities in administration. Esther Schroeder,²³ in her study of the status of assistant principals in elementary schools, found that the time given to administrative duties by the assistant

²²Jane H. Sullivan, "My Work as Vice Principal," The National Elementary Principal, Bulletin of the Department of Elementary School Principals, National Education Association, XXV (December, 1945), 21.

²³Schroeder, op. cit., p. 395.

principal varies and the type of work assigned includes only that which is of such a character that it can easily be delegated and from which the principal might well be relieved. Schroeder also has this to say:

Various administrative duties are assigned to the assistant principal, and some are of such a character that they cannot be delegated to a clerical office assistant. Parents who visit a school are often dissatisfied to be interviewed by a clerk. Usually they seem satisfied only when they have had dealings with some one in authority. Attendance cases and problems should be handled by an administrator and not delegated. In matters such as have been mentioned there should be a sharing of responsibility between the principal and his assistant.

If the principal is a man and the assistant principal is a woman, there are certain administrative problems which would come naturally within the province of the assistant. The adolescent girl presents problems at times which can best be handled by a woman.

In the measurement and testing programs which are being included in the administration of the schools of today there might be found an important place for the assistant principal. Some of the work in connection with the testing and measuring of the intelligence and achievement of school children is administrative; some is supervisory in character. An extensive program of tests and measurements would call for an assistant principal capable of handling any or all phases of the work.²⁴

The Committee of the Department of Elementary School Principals, National Education Association, conducting a study of assistants of the supervising principal in 1928,²⁵

²⁴Ibid., p. 398.

²⁵Department of Elementary School Principals, Seventh Yearbook, op. cit., p. 256.

found that elementary assistant principals devote 10.40 per cent of their time to administrative duties.

In most school plants the vice principal can take over completely the endless little jobs concerned with maintenance and custodial problems: assignment and scheduling of janitorial duties, arrangement with maintenance for after-school use of buildings, checking and reporting building needs and repairs. Confering often with carpenters, plumbers, electricians, cleaning women, janitors, and truck drivers gives the vice principal an excellent opportunity for helping these agencies to feel that they are a vital factor in education and that the work they do and the contacts they make are an influence in the lives of children.²⁶

Palmer, in discussing the responsibilities of an assistant principal, has this to say:

The work of the assistant in each building varies with the building and the particular problems in each.

Probably the work of the assistant can best be summarized by stating that she, under the direction of the principal, cooperates in the administrative and supervisory duties of the school. Administrative duties of the principal and assistant consist of the organization of classes and assignment of pupils to the groups where they can achieve with satisfaction. In meetings with teachers, schedules are prepared for

²⁶Miller, loc. cit.

departmental classes, for auditorium periods, for the playrooms and gymnasiums, and for duties about the building.

The handling of equipment, supplies and books is also part of the administration of the school.²⁷

Galmbacher,²⁸ assistant principal of School 43, Buffalo, New York, points out that, in general, the duties of administration and supervision are shared by the principal and the assistant principal.

Evans,²⁹ vice principal of the Gladstone Elementary School, Pittsburgh, Pennsylvania, declares that her work involves the organization, administration, and supervision of the school.

The vice principal's responsibilities in supervision.

The Committee of the Department of Elementary School Principals, National Education Association, 1928,³⁰ pointed out, in its study of assistants of the supervising principal, that the assistant principal devoted 5.11 per cent of his time to supervision.

²⁷Palmer, op. cit., p. 14.

²⁸Galmbacher, op. cit., p. 17.

²⁹Evans, op. cit., p. 19.

³⁰Department of Elementary School Principals, Seventh Yearbook, op. cit., p. 256.

Schroeder³¹ found that a comparatively small part of the assistant principal's time was given to the task of supervision. She points out that where the assistant principal has definite duties along the lines of supervision, both the horizontal or grade supervision and the vertical or subject supervision are in evidence.

In discussing the assistant principal's responsibility in supervision, Schroeder has this to say:

In a large school, the number of classes or the variety of work might render it impossible for one person to supervise the teaching effectively. Here an assistant principal would prove expedient. Assistance should be confined, however, to the important work of education. Responsibility for supervision in a large school might be shared by the principal and the assistant principal by making a horizontal division of the work with the principal responsible for the upper grades and the assistant principal responsible for the lower grades. A vertical division of the work should prove effective in a school organized on the departmental plan. Here the responsibility would be divided according to subject, not grade. Through conferences and mutual agreement as to policies the principal and assistant principal would work together on matters relating both to supervision and administration and thus make the school a complete whole.³²

In the elementary schools of Buffalo, New York, Galmbacher³³ points out that many of the important

³¹Schroeder, op. cit., p. 394.

³²Ibid., p. 397.

³³Galmbacher, op. cit., pp. 17-18.

responsibilities delegated to the assistant are of a supervisory nature. The assistant principal often gives demonstration lessons as a means of improving instruction. Conferences precede and follow each demonstration.

Boulah Evans,³⁴ vice principal of Gladstone Elementary School, Pittsburgh, Pennsylvania, tries to be in every class at least once a day and spend the greater part of the time with the teacher who requires supervision. She often finds it necessary to take over a class and teach a demonstration lesson for the teacher in need of help.

The curriculum responsibilities of the vice principal. In discussing the responsibilities of an assistant principal in the elementary schools of Cleveland, Ohio, Helen Palmer writes that:

The development of materials and demonstration of techniques in a particular subject field is the responsibility of each curriculum school in Cleveland. The assistant principal cooperates in the development of curriculum materials in several ways. If she is located in one of the curriculum schools, she may be directly responsible for the preparation of some of the materials for courses of study or for radio lessons.³⁵

Palmer³⁶ points out that the work of the assistant principal on a course of study may be advisory, it may be

³⁴Evans, op. cit., p. 19.

³⁵Palmer, op. cit., p. 15.

³⁶Ibid., p. 16.

writing some sections of the material for the course of study, or it may be assisting in editing the material which has been prepared by one person or by committees.

All assistants in the Cleveland schools, whether assigned to curriculum centers or not, have cooperated in the preparation of courses of study or test materials. Through discussions with teachers they help to evaluate the courses of study in use and to make suggestions for revisions in them.³⁷

Summary. The literature indicates that superintendents in cities over one hundred thousand population expect more preparation and training for elementary school vice principals than do superintendents of smaller cities.

In cities over thirty thousand in population, most superintendents require appointees to the vice-principalship to have special preparation. Some large cities in the United States have an extensive training program for their assistant principals.

In most city school systems the appointees to the vice-principalship are expected to have had a number of years of successful teaching experience and be capable of

³⁷Palmer, loc. cit.

doing demonstration teaching.

The necessary qualifications and duties assigned should be of such character as to dignify the office of the vice-principalship.

The elementary vice principal can be classed in approximately three groups: (1) those doing chiefly supervisory work with some duties in administration, (2) those engaged chiefly in administration with some duties of a supervisory and clerical nature, and (3) those giving most of their time to teaching, but with administrative and clerical responsibilities.

Most vice principals are given the opportunity of assisting the principal in the counseling and guidance of children.

The administrative duties of the vice principal depend largely on the policies of the principal, the size of the school, and whether or not there is an office clerk.

The amount of responsibility the vice principal has in supervision depends upon the policy of the principal and the size of the school.

The literature indicated that in the schools of Cleveland, Ohio, the assistant principals have definite responsibilities in the development of curriculum materials.

CHAPTER III

THE SURVEY OF DEGREES, CREDENTIALS, AND EXPERIENCE

Introduction. The data used in the study of degrees and credentials held by vice principals, and experience, were gathered by means of a questionnaire.¹ The importance of this part of the survey was to show what training and qualifications vice principals have.

A special questionnaire² pertaining to degrees, credentials, and experience, was sent to the assistant principals in San Francisco at the request of the superintendent in that city.

Table V shows the number of questionnaires sent to each city and the returns received.

Degrees held by vice principals. Table VI, page 34, shows the degrees held by the vice principals participating in this study. Eighty-nine per cent of the vice principals answering the questionnaire reported that they hold the bachelor's degree. It is quite possible that a few more of the respondents may hold the bachelor's degree

¹Refer to page 81 of the Appendix.

²Refer to page 86 of the Appendix.

TABLE V

NUMBER AND PER CENT OF RETURNS ON QUESTIONNAIRE SENT
TO THIRTEEN OF THE LARGER ELEMENTARY SCHOOL
SYSTEMS OF CALIFORNIA

City	Number of Questionnaires Sent	Number of Questionnaires Returned	Per Cent
Alameda	7	5	71.4
Chico	1	1	100.0
Concord	2	2	100.0
El Monte	2	2	100.0
Inglewood	5	5	100.0
Ontario	1	1	100.0
Porterville	1	1	100.0
Richmond	17	11	64.7
San Francisco*	55	49	89.1
San Leandro	6	4	66.7
San Lorenzo	7	4	57.1
Stockton	18	11	61.1
Whittier	4	4	100.0

* Fifty-five returns, or 100 per cent, were received on the regular questionnaires from San Francisco on that part of the questionnaire pertaining to classroom instruction, counseling and guidance, administration, supervision, and curriculum.

TABLE VI

DEGREES REPORTED HELD BY ONE HUNDRED VICE
PRINCIPALS IN A SURVEY OF THIRTEEN OF THE
LARGER ELEMENTARY SCHOOL SYSTEMS OF CALIFORNIA

Degree	Number of Vice Principals Holding Degree	Per Cent of Vice-Principals Holding Degree
Bachelor of Arts	89	89
Bachelor of Science	5	5
Master of Arts	57	57
Master of Science	1	1
Bachelor of Law	1	1
Doctorate	0	0

but failed to report this fact, inasmuch as they also hold the master's degree. The master's degree was held by 57 per cent of the vice principals reporting. Since fifty-one of those reporting that they have the bachelor's degree also reported holding the master's, it is possible that six of the vice principals with the master's degree simply did not bother to indicate that they also have the bachelor's degree.

The bachelor of science degree was reported held by five of the respondents and one vice principal reported having the master of science degree.

The returns showed that no one answering the questionnaire held the doctor's degree; however, four vice principals reported that they were taking work leading to the doctorate.

The results of the survey in this area of the study would seem to indicate that the elementary vice principals are well qualified professionally, to the extent that advanced study provides such qualifications. Undoubtedly, many more of the respondents will gain the master's degree by the time they become principals or shortly after. It is becoming more common each year for school districts to require either the master's degree or its equivalent for its candidates for administrative purposes.

Credentials held by vice principals. The elementary school administrator is concerned with two, possibly three, credentials which authorize teaching and administrative services in California elementary schools; namely, the general elementary credential, the elementary school administration credential, and the general administration credential.³ Detailed requirements for each of these credentials are presented in the California Administrative Code.⁴

In California, an administration credential is based on a teaching credential valid for teaching in that segment of the public school system for which the administration credential is issued. An elementary school administrator, for example, is required to hold a valid teaching credential which authorizes teaching services in the elementary schools of the state, in addition to an administration credential which authorizes administrative services in the elementary schools of the state.⁵

³Lloyd Bevans, "The Elementary School Principalship in California," Bulletin of the California State Department of Education, XXII (May, 1953), 16.

⁴California Administrative Code, Title 5, Education, Sections 231-33, 431-33, 456-58, 1951.

⁵Bevans, op. cit., p. 16.

As is shown in Table VII, 97 per cent of the vice principals hold the general elementary credential, and 73 per cent hold the elementary administrative credential. The general administration credential is held by 22 per cent of the vice principals. This credential authorizes service as administrator in elementary and secondary schools alike.

Table VII also shows that many other credentials are held by the respondents. The general secondary credential is held by 31 per cent of the vice principals. Thirty per cent hold the elementary supervisory credential. The junior high school credential is reported held by 17 per cent of the group.

Table VIII, page 39, and Table IX, page 40, show a comparison of credentials held by vice principals with the bachelor of arts degree and the master's degree. About the same percentage of vice principals hold the general elementary, elementary administration, and elementary supervisory credentials, regardless of whether they hold the bachelor's or master's degrees. However, 29.82 per cent of the vice principals with the master's degree also hold the general administration credential while only 20.22 per cent of those with the bachelor's degree hold this credential. The investigator was unable to draw any

TABLE VII

CREDENTIALS REPORTED HELD BY ONE HUNDRED VICE PRINCIPALS
SURVEYED IN THIRTEEN OF THE LARGER ELEMENTARY
SCHOOL SYSTEMS OF CALIFORNIA

Credential	Number of Vice Principals Holding Credential	Per Cent of Vice Principals Holding Credential
General Elementary	97	97
Elementary Administrative	73	73
Elementary Supervisory	30	30
General Secondary	31	31
Secondary Administrative	4	4
Secondary Supervisory	2	2
General Administration	22	22
Junior High	17	17
<u>Miscellaneous</u>		
Special Secondary in Homemaking	1	1
Special Secondary in Industrial Arts and Aviation	1	1
Special Secondary in Physical Education	1	1

TABLE VIII

SUMMARY OF CREDENTIALS HELD BY EIGHTY-NINE VICE
PRINCIPALS HOLDING THE A. B. DEGREE

Credential Held	Number of Vice Principals Holding Credential	Per Cent of Vice Principals Holding Credential
General Elementary	87	97.75
Elementary Administration	69	77.53
Elementary Supervisory	26	29.21
General Administration	18	20.22
Secondary Administration	4	4.49
Secondary Supervisory	2	2.24
General Junior High School	17	19.10
General Secondary	29	32.53
Special Secondary Credentials in various subjects	9	10.11
Special Supervisory	1	1.12

TABLE IX

SUMMARY OF CREDENTIALS HELD BY FIFTY-SEVEN VICE
PRINCIPALS HOLDING THE M. A. DEGREE

Credential Held	Number of Vice Principals Holding Credential	Per Cent of Vice Principals Holding Credential
General Elementary	56	98.25
Elementary Administration	43	75.44
Elementary Supervisory	17	29.82
General Administration	17	29.82
Secondary Administration	4	7.02
Secondary Supervisory	2	3.51
General Junior High	11	19.30
Special Secondary (various types)	7	12.28
Special Supervisory	1	1.75

conclusion from the credentials held in relation to the degrees held by the respondents.

Experience of vice principals. Teaching experience in the classroom would seem to be very important if vice principals are to have a voice in directing instruction as well as to be a truly professional assistant to the principal in many of his other areas of responsibility. If teachers are to respect the vice principal and his position, he should not only be as thoroughly trained and credentialed as the principal, but also adequately experienced as a classroom teacher. Frame, in discussing the preparation of the principal, says that:

The elementary school administrator should have several years of successful teaching at various levels and in broad areas. Rarely does an individual understand the problems of teachers without having himself been confronted with similar situations through his teaching experience.⁶

The National Elementary Principal, Twenty-Seventh Yearbook, has this to say about experience in the classroom for elementary-school principals:

⁶Dana S. Frame, "The Preparation of the Principal," The Continuing Education of Teachers for Elementary School Service, California Elementary School Principals' Association, Eighteenth Yearbook, 1946, p. 166.

Possibly even more important than the number of years in educational service is the amount of experience in the classroom. On this point there are differences of opinion which may seriously affect standards in the selection and preparation of the principals. Some contend that without many years in the classroom one cannot possibly understand the instructional problems of the classroom teacher. Others say that too much classroom experience develops habits of thinking and action which seriously impair one's ability to operate as a supervisor and administrator of many classrooms. There are also differences of opinion as to the relative value of elementary and secondary-school classroom experience for those who are to direct instruction as elementary-school principals.⁷

Item 3 of the questionnaire inquired as to how many years of teaching experience vice principals had before being appointed to the administrative office. They were asked to report on their experience in both the elementary and secondary field. They were also asked to report the number of years of experience in their position of vice principal.

Table X shows the experience of vice principals surveyed in teaching in the elementary school, secondary school, and as a vice principal. The elementary teaching experience of the group ranged from none to thirty years. Thirty-three per cent of the group had teaching experience

⁷Department of Elementary School Principals, "The Elementary School Principalship," The National Elementary Principal, Twenty-Seventh Yearbook (Washington, D.C.: The Association, 1948), p. 24.

TABLE X

NUMBER OF YEARS OF EXPERIENCE VICE PRINCIPALS HAVE HAD IN ELEMENTARY AND
SECONDARY TEACHING, AND IN THE ELEMENTARY VICE-PRINCIPALSHIP

Years of Experience	No. of V.P. Teaching in Elementary School	Per Cent	No. of V.P. Teach- ing in Secondary School	Per Cent	No. Having Experience in Vice- Principal- ship	Per Cent
0 or less than 1	4	4	86	86	2	2
1 to 5	33	33	13	13	75	75
6 to 10	20	20	1	1	16	16
11 to 15	17	17	0	0	6	6
16 to 20	17	17	0	0	0	0
21 to 25	8	8	0	0	1	1
26 to 30	1	1	0	0	0	0
	100	100	100	100	100	100

ranging from one to five years. Twenty of the vice principals, or 20 per cent, reported from six to ten years in the elementary classroom. Seventeen per cent of the vice principals surveyed reported having teaching experience ranging from ten to fifteen years, and exactly the same percentage of the cases had from sixteen to twenty years as classroom teachers. Only one out of the total group reported having as much as thirty years as a classroom teacher in the elementary school.

Only fourteen vice principals indicated that they had had secondary teaching experience. The range of experience in secondary teaching for this small group was from one to six years. Thirteen per cent of those having secondary teaching experience had had from one to five years on this level.

The results of the questionnaire show that 75 per cent of those reporting had been vice principals from one to five years. Sixteen per cent of the group had been vice principals from six to ten years. Eleven to fifteen years of experience in this position were reported by 6 per cent of the cases studied. Only one vice principal reported having as much as twenty-two years of experience in the position.

Summary. The data show that a very high per cent of the vice principals hold the general elementary credential and the elementary administrative. About two of every ten hold the general administrative and three of every ten hold the elementary supervisory credential. The general secondary credential is held by about three of every ten vice principals reporting. The data indicate that about three of every four vice principals have the training and qualifications to step into the position of principalship as soon as the opportunity arises.

The data collected on experience indicate that elementary school vice principals are selected from the teaching staff of the various elementary schools and in the majority had less than ten years of classroom experience. Very few of them had had any secondary teaching experience and those reporting this type of experience had had no more than six years at the most. About three out of four vice principals had been in their positions from one to five years. The results of the study show that a very small per cent of the group reporting have been vice principals for more than ten years. This would tend to indicate that the office of vice principal is a stepping stone to the principalship and not a career position.

CHAPTER IV

TIME DEVOTED TO CLASSROOM INSTRUCTION AND RESPONSIBILITY IN COUNSELING AND GUIDANCE

Introduction. Vice principals usually fall into one of three categories: those who teach full time in the classroom, those who teach only part time, and those who are full time vice principals and entirely free from classroom instruction.

Item 5 of the questionnaire¹ asked the vice principals to report on the amount of time devoted to classroom instruction. They were asked to check whether they were teaching vice principals spending full time in the classroom, part time, or were entirely free from classroom instruction. If part time was spent in teaching, they were asked to put down the actual hours per week given to this duty.

Time devoted to classroom instruction. Table XI shows the results of the data collected by this part of the questionnaire.

Eighty-four vice principals, or 79.2 per cent of those reporting, were entirely free from classroom

¹Refer to page 82 in the Appendix.

TABLE XI

NUMBER OF VICE PRINCIPALS TEACHING FULL TIME, PART TIME,
AND ENTIRELY FREE FROM CLASSROOM INSTRUCTION

Time Spent in Classroom	Number of Vice Principals	Per Cent
Full Time	18	17.0
Part Time	4	3.8
Entirely free from classroom instruction	84	79.2
Total	106*	100.0

*One hundred six returns on this part of the questionnaire.

instruction. They were thus able to devote their full time to being an assistant to the principal in his various administrative or supervisory duties. Eighteen of the group were full-time teaching vice principals. These represented 17 per cent of the total. Only four of those answering the questionnaire devoted part time to teaching in the classroom and the rest of their time to duties of the office of vice principal. In actual hours per week spent in teaching by this group of four, one vice principal reported he spent five hours, one spent eleven and one-fourth hours, and the other two spent two hours and one hour, respectively.

Vice principal's responsibility in counseling and guidance. Guidance and good education are similar in many respects at the elementary school level. It is the responsibility of the elementary-school principal to see that there is an adequate program of counseling and guidance for the children in his school.

In this survey, the elementary vice principals were asked to report on the scope of their responsibilities in the guidance and counseling program. Nine different phases of counseling and guidance were listed on the questionnaire. Vice principals were asked to check whether they were responsible, not responsible, or partly responsible for the

following activities:

1. Organizing and supervising activities of the student council
2. Helping the new child adjust to school
3. Handling of discipline cases
4. Visiting classrooms to observe certain children at work

5. Enlisting the services of public and private agencies for the protection and welfare of children
6. Direct counseling of pupil personnel
7. Conferences with individual staff members
8. Interviewing of parents
9. Making home visits

Table XII shows the results of this part of the survey. Sixty-seven and two-tenths per cent of those responding to the questionnaire reported that they were only partly responsible for the organization and supervision of student councils. Seven and eight-tenths per cent of the respondents were not responsible for this activity, while 24.5 per cent of the group reported being responsible for this type of work.

Helping the new child adjust to school was the responsibility of 7.8 per cent of the vice principals. Eight and eight-tenths per cent of the group reported they

TABLE XII

DUTIES AND RESPONSIBILITIES OF ELEMENTARY VICE PRINCIPALS IN THE
AREA OF COUNSELING AND GUIDANCE

Duty	Responsible for		Not Respon- sible for		Partially Respon- sible for	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Organizing and supervising activities of student council	25	24.5	8	7.8	69	67.2
Helping the new child adjust to school	8	7.8	9	8.8	85	83.3
Handling of discipline cases	17	16.8	5	4.9	79	78.2
Visiting classrooms to observe certain children at work	7	6.7	18	17.3	79	75.9
Enlisting the services of public and private agencies for the protection and welfare of children	2	1.9	16	15.4	86	82.7
Direct counseling of pupil personnel	16	15.5	9	8.7	78	75.7
Conferences with individual staff members	3	2.9	12	11.4	90	85.7
Interviewing of parents	7	6.8	8	7.8	88	85.4
Home visits	3	3.0	18	18.4	77	78.6

had no responsibility in this phase and 83.3 per cent said they were partly responsible for adjusting new children to the school.

The handling of discipline cases was the responsibility of 16.8 per cent of the group. Four and nine-tenths per cent of the group had nothing to do with the discipline, and 76.2 per cent of the respondents said they were only partly responsible for it.

Only 1.9 per cent of the vice principals were responsible for securing the services of public and private agencies for the welfare of children. Eighty-two and seven-tenths per cent of the group were partly responsible for this, while 15.4 per cent had no responsibility for it at all.

Visiting classrooms to observe certain children at work was the responsibility of 6.7 per cent of those answering the questionnaire, but 17.3 per cent stated they were never called upon to do this. Those vice principals who were partly responsible for visiting classrooms to observe children made up 76.9 per cent of the total group.

Fifteen and five-tenths per cent of the vice principals were responsible for the direct counseling of pupil personnel. Eight and seven-tenths per cent were not responsible for this at all, while 75.7 per cent

reported this was partly their responsibility.

Conferences with individual staff members was the responsibility of 2.9 per cent of the group. Eleven and four-tenths per cent were not responsible for the individual staff conferences, and 85.7 per cent were partly responsible in this area.

Only a small number of the vice principals were responsible for the interviewing of parents. Six and eight-tenths per cent of the cases said they were assigned this responsibility by their principals, but 85.4 per cent of those reporting were only partly responsible for it. Seven and eight-tenths of the vice principals had no responsibility at all for parent interviews.

Three per cent of the respondents were responsible for home visits. Seventy-eight and six-tenths of the group studied reported they were partly responsible for making home visits, while 18.4 per cent replied as not having any responsibility for visiting homes.

Summary. The data indicate that in almost eight out of ten cases the vice principal is able to devote his full time to assisting the principal in his administrative duties and toward improving the instructional program in the elementary school.

The counseling and guidance program is usually a shared responsibility between the principal and vice principal. Very few of those reporting were wholly responsible for any of the various phases of the guidance program. At the same time there were very few vice principals with no responsibility at all in this area. The majority of them were partly responsible for the various activities related to counseling and guidance.

CHAPTER V

THE VICE PRINCIPAL'S RESPONSIBILITIES IN ADMINISTRATION

Introduction. In all school systems there are many administrative details and duties that are necessary to the efficient running of an educational program. By being relieved of many of these administrative duties the principal is free to organize, delegate, and supervise the many phases of a modern educational program.

In the survey conducted by the investigator, vice principals were asked to report on seventeen administrative responsibilities. The administrative duties listed in the questionnaire¹ were as follows:

1. Directing the testing program.
2. Organizing and scheduling assembly programs.
3. Organizing and directing the audio-visual program.
4. Organizing and directing the student traffic patrol.
5. Ordering, distributing, and maintenance of athletic supplies.
6. Organizing the physical education program.
7. Organizing and directing an intramural athletic program.

¹Refer to page 83 of the Appendix.

8. Scheduling of yard duty for teachers.
9. Ordering and distributing instructional supplies.
10. Organizing and planning student body activities.
11. Clerical duties.
12. Pupil accounting.
13. Rendering of first aid.
14. Mid-morning milk program.
15. Cafeteria program.
16. P.T.A.
17. Community activities.

Responsibilities of vice principals. Table XIII shows the administrative responsibilities reported by the vice principals participating in the survey.

Eighteen and nine-tenths per cent of the group reported complete responsibility for directing the testing program. This duty was shared with the principal by 66 per cent of those reporting, and 15.1 per cent were not responsible for the testing program.

The organizing and scheduling of assembly programs was the responsibility of 20.2 per cent of the vice principals and the shared responsibility of 71.1 per cent with their principals. Eight and seven-tenths per cent reported no responsibility in this area.

TABLE XIII

ADMINISTRATIVE RESPONSIBILITIES OF ELEMENTARY SCHOOL VICE PRINCIPALS

Duty	Responsible for		Not Respon- sible for		Partly Respon- sible for	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Directing the testing program	20	18.9	16	15.1	70	66.0
Organizing and scheduling assembly programs	21	20.2	9	8.7	74	71.1
Organizing and directing audio-visual programs	23	21.9	10	9.5	72	68.6
Organizing and directing student traffic patrol	21	20.6	11	10.7	11	10.7
Ordering, distributing, maintenance of athletic supplies	33	31.1	11	10.4	62	58.5
Organizing physical education program	20	19.2	13	12.5	71	68.3
Organizing and directing intramural athletic program	18	17.8	15	14.9	68	67.3
Scheduling of yard duty for teachers	20	20.9	13	12.5	11	10.6
Ordering and distributing instructional supplies	24	23.1	16	15.4	64	61.5

TABLE XIII (continued)

Duty	Responsible for		Not Respon- sible for		Partly Respon- sible for	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Organizing and planning student body activities	13	12.5	11	10.6	80	76.9
Clerical duties	4	4.0	70	69.3	27	26.7
Pupil accounting	15	14.8	64	63.4	22	21.8
Rendering first aid	8	7.7	6	5.8	90	86.5
Mid-morning milk program	61	59.2	32	31.1	10	9.7
Cafeteria program	3	3.2	79	84.0	12	12.8
P.T.A.	2	2.0	61	59.8	39	38.2
Community activities	2	1.9	8	7.8	93	90.3

The audio-visual program was under the control of 21.9 per cent of the group and shared with the principal by 68.6 per cent of the group. Only 9.5 per cent reported they did not have anything to do with this program.

The organizing and directing of the student traffic patrol was the total responsibility of more vice principals than was any other administrative duty. Eighty-one of the group, or 78.6 per cent, were in complete charge of this detail. It was shared in 10.7 per cent of the cases and 10.7 per cent were not assigned any duties with this organization.

Thirty-one and one-tenth per cent reported that they were responsible for the ordering, distribution, and maintenance of athletic supplies for their school. In 58.5 per cent of the cases this was a shared responsibility and 10.4 per cent of the vice principals had nothing to do with athletic supplies.

Twenty vice principals, or 19.2 per cent of those reporting, were in charge of organizing the physical education program. This was a shared responsibility in 68.3 per cent of the cases and 12.5 per cent were not responsible in any way.

Organizing and directing an intramural athletic program was the responsibility of 17.8 per cent of the

group and a shared responsibility of 67.3 per cent. Fourteen and nine-tenths per cent of the vice principals had no responsibility for intramural athletics.

Scheduling of yard duty for teachers was the responsibility of 76.9 per cent of the vice principals. Ten and six-tenths per cent shared this assignment with their principals, while 12.5 per cent of the group were not responsible.

Twenty-three and one-tenth per cent of the vice principals surveyed were responsible for the ordering and distributing of instructional supplies. This responsibility was shared by 61.5 per cent of the group and 15.4 per cent reported they had no responsibility for it.

Organizing and planning student body activities was the sole responsibility of 12.5 per cent of the respondents and the shared responsibility of 76.9 per cent. Ten and six-tenths per cent had no responsibility for student body activities.

Only a very few of the vice principals reported being responsible for clerical duties, pupil accounting, first aid, cafeteria programs, Parent Teacher Association activities, and community activities. However, the responsibility for first aid and for community activities was shared with the principal by 86.5 per cent and 90.3

per cent, respectively, of the group reporting. Sixty-nine and three-tenths per cent of the group reported no responsibility for clerical duties and 63.4 per cent reported no responsibilities in pupil accounting. Fifty-nine and eight-tenths per cent of the vice principals had no responsibility for Parent Teacher activities.

The mid-morning milk program was the responsibility of 59.2 per cent of those answering the questionnaire. This was the shared responsibility for only 9.7 per cent, and 31.1 per cent of the group had no responsibility for the milk program.

One vice principal mentioned being responsible for a Dads' Club and two others reported that they shared the responsibility for this type of club activity with the principal. One of the respondents reported helping the principal with bulletins and one stated that he shared responsibility with the principal for teachers' meetings.

Summary. Out of the seventeen administrative responsibilities listed in the questionnaire, the data indicate that ten of these are shared with the principal by more than half of those vice principals reporting. The greatest number of vice principals were responsible for organizing and directing student traffic patrols, scheduling yard duty for teachers, and the mid-morning

milk program. Seven out of ten of the respondents reported complete responsibility for working with traffic patrols and scheduling yard duty for teachers, while five out of ten reported being completely responsible for the mid-morning milk program.

The heaviest response on the questionnaire indicating no responsibility at all was in the areas of clerical duties, pupil accounting, cafeteria programs, and Parent Teacher activities.

CHAPTER VI

THE VICE PRINCIPAL'S RESPONSIBILITIES IN SUPERVISION AND CURRICULUM

Introduction. Many of the important responsibilities delegated to the vice principal are of a supervisory nature. In the questionnaire¹ sent out by the investigator the vice principals were instructed that the term "supervision" should be interpreted as meaning those responsibilities of working with teaching personnel in an attempt to bring about improvement in the teaching-learning situation within the school environment. They were asked to report their responsibilities in the following areas of supervision:

1. Classroom subject areas
2. Giving demonstration lessons
3. Physical education program
4. Audio-visual program (use of films and operation of equipment)

It is possible for the elementary vice principal to cooperate in the development of curriculum materials in several ways and to accept responsibility in many different areas of curriculum improvement. In an attempt to discover

¹Refer to page 84 in the Appendix.

just what curriculum responsibilities the vice principals had been assigned in the school systems being surveyed, the investigator listed in the questionnaire² the following areas of curriculum work:

1. Development of curriculum materials
2. Chairman or leadership in faculty curriculum committees
3. Preparing and mimeographing of curriculum materials to be used by the faculty
4. Securing of various curriculum materials for teachers

Responsibilities of vice principals in supervision.

Table XIV gives the results of the survey of the vice principals' responsibilities in supervision. Only ten of the group, or 9.6 per cent, reported that they were wholly responsible for the supervision of classroom subjects. This was a shared responsibility in 70.2 per cent of the cases. Twenty and two-tenths per cent reported no responsibility for the supervision of classroom subjects.

The giving of demonstration lessons was the responsibility of 5.8 per cent of the respondents and the shared responsibility of 63.1 per cent of the group.

²Refer to page 85 in the Appendix.

TABLE XIV

RESPONSIBILITIES OF VICE PRINCIPALS IN SUPERVISION

Duty	Responsible for		Not respon- sible for		Partly Respon- sible for	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Supervision of class- room subject areas	10	9.6	21	20.2	73	70.2
Giving demonstration lessons	6	5.8	32	31.1	65	63.1
Supervising the physical education program	12	11.6	11	10.7	80	77.7
Supervising and audio- visual program in use of films and operation of equipment	25	23.8	6	5.7	74	70.5

Thirty-one and two-tenths per cent reported that they were not involved in demonstration lessons for teachers.

The supervision of the physical education program was the responsibility of 11.6 per cent of the vice principals, and 77.7 per cent of them reported that this was shared with their principals. Ten and seven-tenths per cent had no responsibility for the supervision of physical education.

More vice principals were responsible for the audio-visual program than for any of the other areas. Supervision of teachers in the proper use of films and correct operation of equipment was the responsibility of 23.8 per cent of those reporting. Seventy and five-tenths per cent shared this responsibility, and 5.7 per cent of the group had no responsibility in this area.

Responsibilities of the vice principal in curriculum. The results of the survey of the curriculum responsibilities are shown by Table XV.

The actual development of curriculum materials was the responsibility of only 5.8 per cent of the total group. However, 75 per cent reported that they shared this important responsibility with other school personnel. Those reporting no responsibility at all for the development of curriculum materials made up 19.2 per cent of the total.

TABLE XV

CURRICULUM RESPONSIBILITIES OF THE VICE PRINCIPAL

Duty	Responsible for		Not Respon- sible for		Partly Respon- sible for	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Development of curric- ulum materials	6	5.8	20	19.2	78	75.0
Chairmen or leadership in faculty curriculum committees	8	7.6	77	73.3	20	19.0
Preparing and mimeo- graphing of curriculum materials to be used by faculty	3	2.9	30	28.8	71	68.3
Securing of various curriculum materials for teachers	9	8.7	17	16.3	78	75.0

Seven and six-tenths per cent of the group reported being responsible for the chairman or leadership in faculty curriculum committees. Nineteen per cent were partly responsible for leadership duties and 73.3 per cent of the respondents had absolutely no responsibilities in furnishing leadership for these committees.

The preparing and mimeographing of curriculum materials to be used by the faculty was the responsibility of only 2.9 per cent of the group, but was shared by 68.3 per cent of them. Twenty-eight and eight-tenths per cent had no responsibilities in the preparation of materials.

The securing of various curriculum materials for teachers was the responsibility of 8.7 per cent of the vice principals and the shared responsibility of 75 per cent. Sixteen and three-tenths per cent had no responsibility for this.

Summary. The data indicate that most principals are willing only to share the supervisory responsibilities of the elementary school with vice principals. Undoubtedly, the qualifications and training of both the principal and vice principal would be a determining factor in the assignment of responsibilities in supervision to the vice principals.

The greatest number of principals were willing to delegate or share responsibility with vice principals in the two areas of physical education and audio-visual education. About one of every four vice principals was wholly responsible for supervision of the audio-visual program and one of ten was responsible for supervision of physical education.

The data indicate that three of the four areas of curriculum responsibilities listed in the questionnaire are shared by the majority of those reporting. About three of every four vice principals are partly responsible for the development and the securing of curriculum materials for the teachers. Approximately seven of each ten vice principals reporting shared the responsibility of preparing and mimeographing new curriculum materials. The one area in which the greatest number of vice principals had no responsibility was that of chairman or leadership of faculty curriculum committees.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Conclusions. From the data presented it appears that a very high percentage of the vice principals hold the general elementary teaching credential and the elementary administration credential.

About three of every four vice principals have the training and qualifications to step into the position of principalship as soon as the opportunity arises.

The data indicated that vice principals are selected from the teaching staff of the various elementary schools and in the majority have less than ten years of classroom experience. About three of every four vice principals have been in their positions from one to five years. A very small per cent of the group reporting had been a vice principal for more than ten years.

In eight out of ten cases the vice principal is able to devote his full time to assisting the principal in his administrative duties and toward improving the instructional program in the elementary school.

The counseling and guidance program was usually a shared responsibility between the principal and vice principal.

More than half of the vice principals reporting shared some of the administrative responsibilities with their principals,

The greatest number of vice principals were responsible for organizing and directing student traffic patrols, for scheduling yard duty for teachers, and for the mid-morning milk program.

Most vice principals reported no responsibility at all in the areas of clerical duties, pupil accounting, cafeteria programs, and parent teacher activities.

Most principals are willing only to share the supervisory responsibilities of the elementary school with the vice principals.

The greatest number of principals were willing to delegate or share responsibility with vice principals in the two areas of physical education and audio-visual education. About one of every four vice principals was wholly responsible for supervision of the audio-visual program and one of ten was responsible for the supervision of physical education.

The majority of vice principals reporting shared responsibilities in the development of curriculum materials, preparing and mimeographing of curriculum materials to be used by faculties, and securing of various curriculum materials for teachers.

The one area in which the greatest number of vice principals had no responsibility at all was that of being in a position of chairman or leader of faculty curriculum committees.

Recommendations. From the data presented as a result of this study, the investigator feels that the following recommendations should be made:

1. The elementary school vice principal should hold the general elementary teaching credential and the elementary administration credential.

2. There should be a definite training program for elementary school vice principals.

3. Appointees to the vice-principalship should have a number of years of successful teaching experience.

4. The necessary qualifications and duties assigned should be of such character as to dignify the office of the vice-principalship.

5. The elementary school principal should delegate complete responsibility to the vice principal for some of those areas of the educational program in which he has the necessary training and qualifications to be responsible for.

Problems for further study. At the conclusion of this study, certain problems have been raised in the mind of the investigator which require research beyond the limits of the study reported.

The following problems are recommended for further study:

1. Should the training and qualifications of elementary school vice principals be the same as that of elementary school principals?
2. Should appointees to the elementary school vice-principalship be required to have special preparation?
3. Is the office of vice-principalship a stepping stone to the principalship, or is it a career position?

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APPENDIX

LETTERS SENT REGARDING QUESTIONNAIRES

5929 Echo St.
Stockton, California
August 10, 1951

Mr. William G. Paden, Superintendent
Alameda City Unified School District
Alameda, California

Dear Mr. Paden:

It is my desire to conduct a study of the status of elementary school vice principals in selected cities of the State of California. The results of this study will be used as data for a thesis as part of the requirement for the Master of Arts Degree, and to get a more thorough delineation of the duties of elementary school vice principals.

I request permission to send the enclosed questionnaire to the elementary vice principals in your school system. If permission is granted, would it be possible to obtain the names and addresses of the elementary school vice principals in your city?

This help would be greatly appreciated.

Sincerely,

Carleton B. Robinson

INGLEWOOD CITY SCHOOLS
Administration Building
111 No. Grevillea Ave.
Inglewood 1, California

December 27, 1951

Mr. Carleton B. Robinson
5929 Echo Street
Stockton, California

Dear Mr. Robinson:

The assistant principals in our school system will be glad to participate in the study you outlined in your letter.

Inasmuch as we could use the results of this study here in our own system, may I suggest that you send us ten copies in order that we may retain one copy for our files as well as submit one copy to you.

If the validity of your study will be disturbed by the fact that we receive copies, then you may establish your own procedure and we will follow it.

Sincerely,

Theo J. Norby /s/
Theo J. Norby
Superintendent of Schools

TJN:j

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Office of Superintendent
93 Grove Street
San Francisco 2, California
Underhill 3-4680

December 5, 1951

Mr. Carleton B. Robinson
5929 Echo Street
Stockton, California

Dear Mr. Robinson:

Most of your questionnaire pertains to uniform city policy. I have filled out that part. Only items 1, 3, and 4 need to be sent to the various assistant principals. If you wish to send them only that portion of your questionnaire, we would be happy to supply you a list of their names and addresses. Naturally in the Central Office we try to protect teachers and principals against an undue amount of questionnaire work.

Sincerely,

Harold Spears /s/
Harold Spears
Assistant Superintendent

HS:ek

LETTER SENT WITH QUESTIONNAIRE

Dear _____:

Permission has been received from the superintendent of your school system to send you this questionnaire.

These data are needed in a survey of the status of elementary school vice principals in the State of California. The results of this study will be used as data for a thesis as part of the requirement for the Master of Arts Degree, and to get a more thorough delineation of the duties of elementary school vice principals.

Individuals participating in this study will remain anonymous. However, if you wish the tabulated returns sent to you, sign your name and address below and return that portion to Carleton B. Robinson, 5929 Echo Street, Stockton, California.

This help would be greatly appreciated.

Sincerely,

Carleton B. Robinson

NAME _____

ADDRESS _____

QUESTIONNAIRE ON STATUS OF THE ELEMENTARY SCHOOL VICE
PRINCIPAL IN SELECTED CITIES OF CALIFORNIA

1. Degrees and Credentials held by the vice principal.
 (Check)

Special Academic Certificate (not to be confused
 with a credential)

A. B. Degree

Master of Arts Degree

Doctorate

General Elementary Credential

General Secondary Credential

Elementary Administrative Credential

Elementary Supervisory Credential

Secondary Administrative Credential

Secondary Supervisory Credential

General Administrative Credential

Other Credentials: _____

2. Salary schedule of vice principal. (Please write in)

Current base annual salary

\$ _____

Administrative increment

\$ _____

Cost of living

\$ _____

Total Salary

\$ _____

3. How many years teaching experience do you have prior to becoming a vice principal?

Elementary _____

Secondary _____

4. How many years experience have you had as a vice principal? _____

5. Time devoted to classroom instruction. (Check)

Full time _____

Part time (actual hours per week) _____

Entirely free from classroom instruction _____

6. Scope of vice principal's responsibilities in counseling and guidance. (Check)

	Responsible for	Not Responsible for	Partly Responsible for
Organizing and supervising activities of student council	_____	_____	_____
Helping the new child adjust to school	_____	_____	_____
Handling of discipline cases	_____	_____	_____
Visiting classrooms to observe certain children at work	_____	_____	_____
Enlisting the services of public and private agencies for the protection and welfare of children	_____	_____	_____
Direct counseling of pupil personnel	_____	_____	_____
Conferences with individual staff members	_____	_____	_____

	Responsible for	Not Responsible for	Partly Responsible for
Interviewing of parents	_____	_____	_____
Home visits	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7. Scope of vice principal's administrative responsibilities. (Check)

	Responsible for	Not Responsible for	Partly Responsible for
Directing the testing program	_____	_____	_____
Organizing and sched- uling assembly programs	_____	_____	_____
Organizing and directing audio-visual program	_____	_____	_____
Organizing and directing student traffic patrol	_____	_____	_____
Ordering, distributing, and maintenance of athletic supplies	_____	_____	_____
Organizing physical education program	_____	_____	_____
Organizing and directing an intramural athletic program	_____	_____	_____
Scheduling of yard duty for teachers	_____	_____	_____

	Responsible for	Not Responsible for	Partly Responsible for
Ordering and distributing instructional supplies	_____	_____	_____
Organizing and planning student body activities	_____	_____	_____
Clerical duties	_____	_____	_____
Pupil accounting	_____	_____	_____
Rendering of first aid	_____	_____	_____
Mid-morning milk program	_____	_____	_____
Cafeteria program	_____	_____	_____
P.T.A.	_____	_____	_____
Community activities	_____	_____	_____

8. Scope of the vice principal's responsibilities in supervision. (The term "supervision" should be interpreted as meaning those responsibilities of working with teaching personnel in an attempt to bring about improvement in the teaching-learning situation within the school environment.) (Check)

	Responsible for	Not Responsible for	Partly Responsible for
Classroom subject areas	_____	_____	_____
Giving demonstration lessons	_____	_____	_____
Physical education program	_____	_____	_____

	Responsible for	Not Responsible for	Partly Responsible for
--	--------------------	---------------------------	------------------------------

Audio-visual program
(use of films and
operation of equip-
ment).

_____	_____	_____
-------	-------	-------

9. Scope of the curriculum responsibilities
for the vice principal. (Check)

	Responsible for	Not Responsible for	Partly Responsible for
--	--------------------	---------------------------	------------------------------

Development of curric-
ulum materials

_____	_____	_____
-------	-------	-------

Chairman or leadership
in faculty curriculum
committees

_____	_____	_____
-------	-------	-------

Preparing and mimeo-
graphing of curriculum
materials to be used
by faculty

_____	_____	_____
-------	-------	-------

Securing of various
curriculum materials
for teachers

_____	_____	_____
-------	-------	-------

10. Other responsibilities of the vice principal. _____

QUESTIONNAIRE ON STATUS OF THE ELEMENTARY SCHOOL VICE
PRINCIPAL IN SELECTED CITIES OF CALIFORNIA

1. Degrees and Credentials held by the vice principal.
 (Check)

Special Academic Certificate (not to be confused
 with a credential)

A. B. Degree

Master of Arts Degree

Doctorate

General Elementary Credential

General Secondary Credential

Elementary Administrative Credential

Elementary Supervisory Credential

Secondary Administrative Credential

Secondary Supervisory Credential

General Administrative Credential

Other Credentials: _____

2. How many years teaching experience did you have prior
 to becoming a vice principal?

Elementary

Secondary

3. How many years experience have you had as a
 vice principal?